



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

15221 S Ray Rd, Phoenix, AZ 85048

Kyrene Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04 Excelling  
2002-03 Excelling  
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Dr. Georgia Shimkus  
Schedule : 7:30 AM to 4:00 PM  
Grades : K-5  
2004 Enrollment : 617  
Web Address : [www.kyrene.org](http://www.kyrene.org)  
Phone Number : (480) 783-1500  
Fax Number : (480) 759-4918  
E-mail : [gshimk@kyrene.org](mailto:gshimk@kyrene.org)

### Mission

The mission of Kyrene Monte Vista is to provide its members with opportunities to achieve excellence by providing a safe, nurturing, and respectful learning environment that encourages lifelong learning and builds valuable citizens.

Fulfilling our mission requires a commitment from students, staff, parents and other community members working together.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04 Met  
2002-03 Met  
2001-02 N/A

#### School Improvement Status (b)

2003-04 N/A  
2002-03 N/A  
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü To decrease the percentage of partially proficient students and increase the percentage of proficient students in the area of reading by challenging and supporting each student through high quality teaching, learning, and community involvement.
- ü To decrease the percentage of partially proficient students and increase the percentage of proficient students in the area of mathematics by challenging and supporting each student through high quality teaching, learning, and community involvement.
- ü To decrease the percentage of partially proficient students and increase the percentage of proficient students in the area of writing by challenging and supporting each student through high quality teaching, learning, and community involvement.

### Enrollment

October 1, 2003 School Year Student Enrollment : 613  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2003-04 : 52

## Instructional Programs

- ü Art/PE/Music Programs
- ü Gifted Resource Program
- ü Self-contained K-5 Classrooms
- ü Special Education Program
- ü All Day Kindergarten
- ü Literacy Specialist
- ü Academic Intervention
- ü Technology Based Learning

## Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

## Shared Responsibilities

### School

The staff at Kyrene Monte Vista is committed to meeting the individual needs of each child. The Kyrene Monte Vista staff creates a safe, nurturing, and challenging learning environment in which academic excellence is achieved. The staff provides students with high quality teaching and learning while partnering with parents.

### Parents

Parents are expected to have their children at school rested, ready to learn and on time. Parents are encouraged to attend school functions, communicate frequently with their child's teacher, and to support and monitor their child's progress.

## Transportation Policy

The Kyrene School District provides bus transportation for elementary students who live more than a mile from school, or who live where there are hazards such as major arterial streets and/or intersections. For safety reasons, parents are encouraged to supervise their children at the bus stop. Drivers are not permitted to drop students at any stop other than the regularly assigned stop unless a parent/guardian or school administrator provides written approval.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Student Poetry Winners at the District Level	2003
ü AZ Technology in Education Alliance Web Site Award	2003
ü Proud Principal Awards (Internal)	2004
ü Junior Achievement Young Entrepreneur Award	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	2007	75509	99	98	100	573	550	521	2	5	13	11	14	23	25	31	33	63	50	31
All Students (Prior Year)	114	1945	75372	100	98	100	564	545	523	2	3	9	10	15	25	26	37	36	62	45	30
Female	49	980	37013	100	98	100	569	552	522	2	4	12	16	14	24	20	31	33	61	51	31
Male	54	1027	38430	98	98	99	576	548	521	2	5	14	6	15	22	28	31	33	64	49	31
African American	NC	123	3660	NC	98	99	NC	516	496	NC	11	24	NC	27	31	NC	33	28	NC	29	18
Hispanic	15	288	30486	100	97	99	573	532	505	0	8	18	14	21	29	21	30	32	64	41	21
Asian/Pacific Islander	NC	170	1780	NC	98	98	NC	573	549	NC	1	5	NC	9	13	NC	27	33	NC	63	50
American Indian/Alaskan Native	--	40	4075	--	100	100	--	506	486	--	19	28	--	33	34	--	25	26	--	22	12
White	79	1375	35192	99	98	99	573	555	534	1	3	8	10	12	19	25	32	35	63	52	39
Students with Disabilities	10	193	9708	100	99	100	536	497	489	10	24	32	20	33	27	20	23	24	50	20	17
Students without Disabilities	93	1814	65801	99	98	98	577	554	525	1	3	11	10	13	23	25	32	34	64	52	33
Limited English Proficient Students	NC	41	16928	NC	100	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	256	36411				NC	516	503	NC	10	19	NC	25	29	NC	36	32	NC	28	20
Non-Economically Disadvantaged	99	1751	39040				575	554	534	1	4	8	11	13	19	23	31	34	64	53	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	2005	75492	98	98	100	549	533	519	1	5	12	6	10	16	43	49	47	50	36	24
All Students (Prior Year)	112	1951	75221	99	99	100	545	536	523	3	2	8	5	9	16	54	59	56	39	29	21
Female	48	979	37014	98	98	100	544	536	523	0	4	10	8	8	15	42	48	48	50	40	27
Male	54	1026	38400	98	98	99	553	530	516	2	6	14	4	12	17	43	50	47	51	33	21
African American	NC	124	3665	NC	99	99	NC	515	505	NC	13	20	NC	18	22	NC	49	43	NC	19	14
Hispanic	15	291	30438	100	98	99	542	523	508	0	6	17	7	14	21	43	55	47	50	25	15
Asian/Pacific Islander	NC	167	1773	NC	96	98	NC	546	534	NC	2	4	NC	6	10	NC	38	50	NC	53	36
American Indian/Alaskan Native	--	40	4081	--	100	100	--	504	498	--	14	25	--	31	26	--	42	40	--	14	8
White	78	1374	35177	98	98	99	553	536	528	1	4	8	5	8	13	40	49	49	54	38	31
Students with Disabilities	10	194	9707	100	100	100	526	501	495	10	26	33	10	21	21	40	36	33	40	17	13
Students without Disabilities	92	1811	65785	98	98	98	551	536	522	0	3	10	5	9	16	43	50	49	52	38	26
Limited English Proficient Students	NC	40	16905	NC	100	100	NC	NA	489	NC	NA	34	NC	NA	28	NC	NA	32	NC	NA	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	258	36302				NC	515	507	NC	12	18	NC	16	21	NC	54	46	NC	18	14
Non-Economically Disadvantaged	98	1747	39164				551	536	528	0	4	8	6	9	13	42	48	48	52	39	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	1993	75053	99	98	99	684	650	597	1	4	7	4	7	12	69	71	72	26	18	9
All Students (Prior Year)	111	1913	73654	98	97	99	554	544	530	2	4	9	9	9	13	70	76	70	19	11	7
Female	49	973	36872	100	97	99	709	682	621	0	3	5	2	3	9	65	70	74	33	24	12
Male	54	1020	38109	98	98	99	661	618	573	2	6	10	6	10	14	72	72	69	21	12	6
African American	NC	124	3636	NC	99	99	NC	606	568	NC	8	12	NC	13	16	NC	69	67	NC	9	6
Hispanic	15	284	30235	100	95	98	720	634	575	0	5	9	0	8	14	57	75	70	43	13	6
Asian/Pacific Islander	NC	166	1768	NC	95	98	NC	711	651	NC	3	3	NC	3	5	NC	57	72	NC	37	19
American Indian/Alaskan Native	--	39	4044	--	98	99	--	590	550	--	9	13	--	9	17	--	71	66	--	11	4
White	79	1373	35028	99	98	99	674	651	613	1	4	6	4	6	10	73	72	73	22	18	11
Students with Disabilities	10	192	9625	100	99	100	556	531	530	10	19	21	10	20	21	70	58	55	10	2	4
Students without Disabilities	93	1801	65428	99	97	98	698	659	604	0	3	6	3	6	11	68	72	73	28	19	10
Limited English Proficient Students	NC	39	16765	NC	98	100	NC	NA	525	NC	NA	17	NC	NA	20	NC	NA	60	NC	NA	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	257	36077				NC	597	566	NC	10	10	NC	13	16	NC	71	69	NC	7	5
Non-Economically Disadvantaged	99	1736	38950				690	657	618	0	4	5	4	6	9	68	71	73	28	19	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	2065	76019	100	98	100	545	534	499	3	4	14	15	25	39	14	13	14	67	58	33
All Students (Prior Year)	127	2076	76230	98	97	100	531	528	498	5	3	12	19	25	38	6	13	12	70	60	37
Female	60	989	37207	100	98	100	542	534	499	0	2	12	12	25	41	17	14	14	72	58	33
Male	72	1073	38677	100	98	100	546	535	498	6	5	15	18	25	38	13	12	13	64	59	34
African American	NC	145	3817	NC	97	100	NC	496	475	NC	11	23	NC	43	47	NC	14	11	NC	32	18
Hispanic	16	294	29458	100	97	100	513	513	480	6	5	20	31	39	48	25	14	12	38	42	20
Asian/Pacific Islander	NC	156	1673	NC	98	99	NC	563	531	NC	1	4	NC	14	29	NC	10	14	NC	74	53
American Indian/Alaskan Native	NC	52	4735	NC	100	100	NC	505	466	NC	15	28	NC	35	49	NC	13	10	NC	38	13
White	105	1403	35880	100	97	100	547	541	515	3	3	7	13	21	32	12	13	16	71	63	45
Students with Disabilities	10	185	9786	100	99	100	462	471	457	30	25	39	50	52	40	20	7	7	0	16	13
Students without Disabilities	122	1880	66233	100	98	99	551	539	503	1	2	11	12	23	39	14	13	14	73	61	35
Limited English Proficient Students	--	44	15206	--	100	100	--	471	459	--	22	31	--	56	53	--	0	7	--	22	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	278	35714				NC	497	480	NC	8	20	NC	48	47	NC	15	12	NC	29	20
Non-Economically Disadvantaged	127	1787	40266				545	540	513	3	3	9	15	22	33	13	12	15	69	62	43

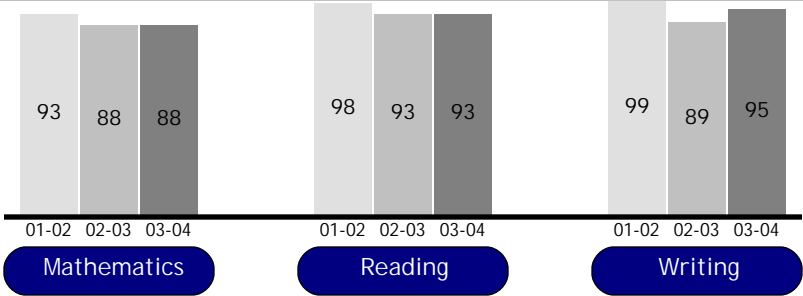
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	2069	76020	100	98	100	525	516	503	6	10	25	17	18	23	48	51	40	29	21	12
All Students (Prior Year)	125	2074	76202	96	97	100	528	519	505	7	6	19	7	16	24	59	56	46	27	23	11
Female	60	992	37213	100	98	100	530	519	504	5	9	22	15	18	23	47	51	42	33	22	13
Male	72	1074	38666	100	98	100	521	513	501	7	12	29	19	18	22	49	50	38	25	20	12
African American	NC	146	3819	NC	97	100	NC	501	494	NC	23	37	NC	26	26	NC	46	31	NC	6	6
Hispanic	16	294	29442	100	97	99	507	506	494	0	17	37	56	27	26	25	42	31	19	13	6
Asian/Pacific Islander	NC	157	1672	NC	98	99	NC	530	513	NC	8	12	NC	11	19	NC	48	49	NC	33	20
American Indian/Alaskan Native	NC	52	4735	NC	100	100	NC	510	489	NC	22	48	NC	24	25	NC	45	24	NC	8	3
White	105	1405	35890	100	97	100	523	518	511	7	7	15	12	16	20	52	53	48	29	23	18
Students with Disabilities	10	185	9784	100	99	100	489	488	485	40	48	58	40	22	19	20	27	19	0	2	4
Students without Disabilities	122	1884	66236	100	98	99	528	518	504	3	8	23	16	18	23	50	52	42	31	22	13
Limited English Proficient Students	--	44	15198	--	100	100	--	480	483	--	80	59	--	10	25	--	10	14	--	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	278	35703				NC	499	494	NC	23	37	NC	28	26	NC	41	31	NC	7	6
Non-Economically Disadvantaged	127	1791	40274				526	518	509	6	9	17	17	16	20	47	52	47	29	23	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	2061	75673	100	98	100	575	581	530	5	5	12	17	16	25	70	69	58	8	10	4
All Students (Prior Year)	126	2048	74692	97	96	99	526	528	502	5	6	18	17	19	27	66	60	47	13	15	8
Female	60	990	37099	100	98	100	604	603	548	3	2	8	13	11	22	70	74	64	13	13	6
Male	72	1069	38441	100	97	99	551	561	513	6	6	16	21	21	29	69	66	52	4	7	3
African American	NC	144	3791	NC	96	99	NC	544	506	NC	14	18	NC	20	29	NC	60	50	NC	5	3
Hispanic	16	293	29305	100	96	99	559	561	507	6	4	16	13	20	31	75	70	51	6	6	2
Asian/Pacific Islander	NC	155	1665	NC	97	99	NC	622	573	NC	3	6	NC	8	16	NC	69	67	NC	20	10
American Indian/Alaskan Native	NC	52	4707	NC	100	100	NC	521	492	NC	8	19	NC	27	33	NC	63	46	NC	2	1
White	105	1403	35760	100	97	99	568	586	550	5	3	9	19	15	21	69	71	64	8	10	6
Students with Disabilities	10	185	9706	100	99	100	439	486	462	40	24	36	30	31	32	30	44	31	0	2	1
Students without Disabilities	122	1876	65967	100	98	99	586	588	536	2	3	10	16	15	25	73	71	60	9	11	5
Limited English Proficient Students	--	43	15115	--	98	100	--	478	471	--	22	26	--	33	38	--	44	35	--	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	277	35541				NC	531	504	NC	12	17	NC	24	31	NC	60	50	NC	4	2
Non-Economically Disadvantaged	127	1784	40091				578	588	550	5	4	9	17	15	21	70	71	64	9	11	6

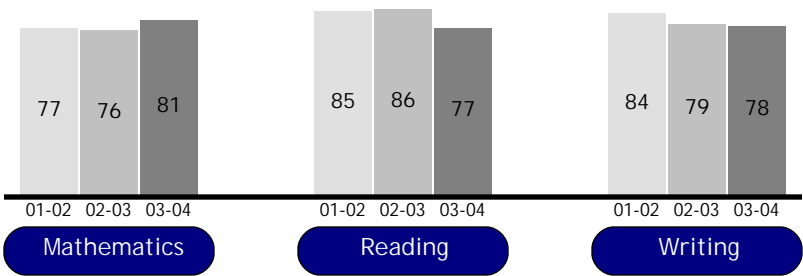
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

##### School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

##### Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	75	58	44	96	71	67	50	95	71	NA	58
	Language	100	61	56	39	96	62	60	43	94	68	60	50
	Mathematics	100	77	68	52	98	76	75	57	95	79	76	64
3	Reading	100	72	64	43	96	77	70	47	98	78	NA	55
	Language	100	77	70	50	98	80	72	54	99	77	72	61
	Mathematics	100	82	71	50	100	83	76	54	98	85	78	61
4	Reading	100	76	69	47	96	78	73	52	98	77	NA	56
	Language	100	68	63	45	98	69	65	48	99	71	66	52
	Mathematics	100	72	74	52	100	77	77	57	98	77	78	61
5	Reading	100	72	67	46	98	75	71	50	98	75	NA	55
	Language	100	70	61	43	98	69	65	46	100	69	65	49
	Mathematics	100	85	78	54	97	85	82	57	100	84	83	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

- 1 School Administrator(s)
- 3 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

## Council Duties

- ü Chart Vision, Mission, School Philosophy
- ü Consider Issues Important to the School
- ü Advise the School Principal
- ü Review School Goals and Annual Plans
- ü Promote Positive Public Relations

## Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.50	Teacher	36.50
Other Professional Staff	1.00	Teacher Aide	6.00

## Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	2	0	0
4 to 6 years	7	2	0	0
7 to 9 years	1	4	0	0
10 or more years	1	17	0	0

## Highly Qualified (NCLB) &amp; Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	25
Core academic classes taught by Highly Qualified (NCLB) teachers.	56
Teachers with Emergency Certificaton.	0

## Resources Available at School Site

## Special Facilities

- ü Library/Media Center
- ü Reading Fluency Lab
- ü Computer Labs (2)
- ü Covered Playground Areas

## Extracurricular Activities

- ü Before School Child Care Program
- ü After School Child Care Programs
- ü Student Council
- ü Intramural Lunchtime Sports
- ü DARE Program
- ü Adult Enrichment Classes
- ü After School Enrichment Activities
- ü Junior Achievement Exchange City

## Social Services

- ü Access to District Family Resource Center
- ü Health Services
- ü Counseling Services
- ü LIFESKILLS classes



## Indicators of Success Based on Historical Data from 2003-04

## School Achievements/Accomplishments 2003-04

- ü Ninety-one percent of first graders read at or above grade level at the end of the school year as measured by benchmark assessments.

Sixty-five percent of first graders were proficient in math based on the district criterion referenced test.

- ü Ninety-three percent of second graders read at or above grade level at the end of the school year as measured by benchmark assessments. Forty-four percent of second graders were proficient in math based on the district criterion referenced test.

- ü Ninety-one percent of third grade students read at or above grade level at the end of third grade as measured by benchmark assessments.

Seventy-four percent of third grades were proficient in math based on the district criterion referenced test.

- ü Sixty-one percent of fourth graders were proficient in math based on the district criterion referenced test.

Sixty-seven percent of fifth graders were Proficient in math based on the district criterion referenced test.

## Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	96	95	93	95
Transfers Out <sup>5</sup>	7	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	5	10	9	9
Promotion Rate <sup>8</sup>	99	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

## Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	74	83
Grades 3-4	74	60
Grades 4-5	63	85

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Kyrene Monte Vista: provides supervision before/after school and at lunch recess; a comprehensive safety plan; staff/students regularly practice emergency drills; all doors are locked; visitors check-in at office; visitor badges are required; LIFESKILLS are taught; positive discipline plan and school-wide management plan; LIFESKILLS and counseling classes provided through Safe Schools/Healthy Students Grant; part-time school prevention specialist on campus.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

## Contacts

	Name	Phone Number
School Site Council	Georgia Shimkus	(480) 783-1500
Transportation Policy	Chuck Lee	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4177
School Nutrition Programs	Jennifer Orozco	(480) 783-1596
Parent Organization	Susan Paulus	(480) 783-1500
Student Health/Nurse	Judy Seyfarth	(480) 783-1584

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes ( --). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.